

Strategies

ELPS

Time
Allocations

ILLP Implementation Training

Attachment A



Differentiation

Assessment

ELD

ELL Boot Camp
September 2014

Agenda

- Required Forms
 - ILLP
 - Attachment A
 - Attachment B
- ILLP - Planning Phase
- ILLP - Implementation Phase
 - Differentiation for Effectiveness

Background on ILLPs

The ILLP language was included in the SEI Models to address the special circumstance created at schools with low numbers of ELL students where it is not fiscally feasible to provide SEI classrooms for the few number of students.

Authority

“Schools with 20 or fewer ELLs within a three grade span (including kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL. Scheduling and time allocations in the ILLPs must meet the requirements of the scheduling and time allocations specified herein for elementary or Middle and High School as appropriate for each ELL”

(Structured English Immersion ELD Models, 9/15/07)

ENGLISH LANGUAGE LEARNERS

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You are here: [Home](#)

Overview

The Office of English Language Acquisition Services (OELAS) is committed to providing guidance, assistance, and support to charter schools charged with educating the English language learner (ELL) population by...

What's New:

- ELD Professional Development
- OELAS ELL Connection

Hot Topics:

- 2014 Arizona ELL Teacher Training
- Arizona's A-F Letter Grade Accountability System 2014 ELL Point Criteria
- SEI Budget – 2014-2015
- Directive Regarding the AZELLA Resolution Agreement

OELAS Website At-A-Glance:

- Announcements / Memorandums
- Arizona English Language Learner Assessment (AZELLA)
- Arizona State Board of Education Approved SEI Endorsement Training
- Articles of Interest and Useful Links
 - English Language Learner (ELL) Forms
 - **ILLP Implementation Documents**
- Parent Information
- Structured English Immersion (SEI) Models
- Title III

DEPARTMENT MENU

- Superintendent
- About Department of Education
- Accountability
- Standards & Assessment
- Educator Certification
- Finance / IT / Business Services
- Special Education
- English Language Learners
- Employment Opportunities
- School Reports / School Results
- Career & Technical Education
- State Board of Education

A-Z All Programs

FIND A SCHOOL

- District Schools
- Charter Schools
- Private Schools

NOTICE OF PUBLIC MEETINGS

EVENT CALENDAR

2014

2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

FAQ

ELP Standards

ELD Professional Development

ELD Resources

PELL

AZ College & Career Ready Standards

K-12 ACADEMIC STANDARDS

ASSESSMENT

Move On When Reading

Refer to ILLP Guidance Document and Forms found here.



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Home | AZELLA | ELL Forms | ELP Standards ▼ | SEI/ILLP ▼ | Title III | Training | OELAS Conference | About Us ▼ | Contact Us |

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- Superintendent >
- About Department of Education >
- Accountability >
- Standards & Assessment >
- Educator Certification >
- Finance / IT / Business Services >
- Special Education >
- English Language Learners >
- Employment Opportunities >
- School Reports / School Results >
- Career & Technical Education
- State Board of Education

A-Z
All Programs

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ILLP Implementation Documents

REQUIRED DOCUMENTATION

- [ILLP Document](#)
- [Attachment A](#)
- [Attachment B](#)

GUIDANCE DOCUMENT

- [Guidance Document \(complete with all required documentation\)](#)

Sample of Language Development Strategies in the Content Area

- [Language Development Strategies in Math](#)
- [Language Development Strategies in Science](#)
- [Language Development in Social Studies](#)

FAQ

UPCOMING EVENTS



2012 OELAS Conference – ELLs: Transitioning to Tomorrow

2012 OELAS Conference-ELLs:
Transitioning to Tomorrow Registration
and ... [\[Read More...\]](#)

- [Trainings](#)

Completion of Required ILLP Documents

There are **THREE** required documents that must be completed.

- 1. Individual Language Learner Plan (ILLP) Document**

Completed in consultation between parent/guardian, English/language arts teacher, mainstream teacher(s) who will be involved in the instruction based on the ILLP, ELL Coordinator, and a site administrator. This will constitute the ILLP team. To be completed as per Parent Notification time requirements (NCLB Sec. 3302a). **Cannot be altered-written annually- signed by all on ILLP team.**

- 2. Attachment A**

Sample provided by ADE, or may be modified by LEA, but must have all components identified on the sample document. To be completed as per Parent Notification time requirements (NCLB SEC. 3302a). **Written with the ILLP in the beginning of the year, but reviewed or revised quarterly- signed by all teachers named on the Attachment A.**

- 3. Attachment B**

Sample provided by ADE, or may be modified by LEA, but must have all components identified on the sample document. **Written at the end of each quarter. Reflects progress toward current Attachment A Performance Indicators.**

Individual Language Learner Plan (ILLP)
Required Documentation

Student Name: _____
School: _____
Grade: _____ SAIS Number: _____

Date: _____
District: _____
Date of Birth: _____

This ILLP is for the exclusive use of schools with 20 or fewer English language learners in a three-grade span (including kindergarten for counting purposes).

The ILLP will be written after consultation with the teacher(s) who will be involved in the student's instruction. This will comprise the following:

- The ILLP will be completed annually for each student.
- of the
the mainstream classroom
with reporting period) by the teachers administering the
AZELLA.
included on Attachment B documenting the progress of the student during
reporting period.
review of Attachment A and documentation on Attachment B, modifications (if any) will
made on Attachment A.

Most current student AZELLA overall proficiency level (circle one):

Date: _____ Pre-Emergent/Emergent Basic Intermediate

Previous AZELLA result(s) (circle one):

Date: _____ Pre-Emergent Emergent Basic Intermediate Proficient

Date: _____ Pre-Emergent Emergent Basic Intermediate Proficient

English language learners (ELLs) must receive instruction based on all time allocations in the SEI Models (unless using exceptions for Middle/High School).

This differentiated instruction will be provided by using the Arizona English Language Proficiency (ELP) Standards. Time allocations for all grade and proficiency levels are listed below.

For kindergarten classes operating on a half-day basis, the time allocations are proportionately reduced.

ALL GRADE AND PROFICIENCY LEVELS

60 minutes	Oral English/Conversation and Vocabulary
60 minutes	Reading
60 minutes	Writing
60 minutes	Grammar

Documentation also required:

Attachment A (may be altered by X)

- Documents the teacher
- Documents the
- State the
- ILP Standards and Performance

This is the back of the
ILLP

Attachment A (must have all components)

- document progress of the English language learner.
- (in accordance with reporting period).

Arizona law requires materials and instruction to be in English. (A.R.S. §15-751. Definitions 2 and 5).

Arizona law requires schools to teach English. (A.R.S. §15-752. English language education).

The goal set forth in Arizona law is that ELLs should become English proficient in a period not normally intended to exceed one year. (A.R.S. §15-752. English language education).

Classroom English/language arts teacher _____
Date

Parent/Guardian _____
Date

ELL Coordinator _____
Date

Site Administrator _____
Date

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZELLA Overall Proficiency Level: *AZELLA Date:			
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:		
*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes		Y N		
*Reading	*60 minutes		Y N		
*Writing	*60 minutes		Y N		
*Grammar	*60 minutes		Y N		

Revised: June 2013

* Indicates required information to be included

Original Document placed in student's cumulative file.

** Indicates if content Highly Qualified / specify content area

Copy to identified ILLP classroom teacher(s)

ATTACHMENT B

WHAT SHOULD BE INCLUDED?

- This document is used to update assessment (formative and any other data) information used to show the progress of the English language learner.
- This document will be updated quarterly (or in accordance with reporting period) for each student.

ILLP Progress Report - Attachment B

*Name _____
 *SAIS ID # _____

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers identified on the ILLP and after each administration of the AZELLA. Recommendations for any modifications can be made to the ILLP team.

*Quarter: 1 *Date: _____ *Teacher Signature: _____
 (Classroom/Language Arts/English teacher)

*Formative Assessments Used and Results:

*Recommendations:

*Quarter: 2 *Date: _____ *Teacher Signature: _____
 (Classroom/Language Arts/English teacher)

*Formative Assessments Used and Results:

*Recommendations:

ILLP Progress Report (cont.)

*Quarter: 3 *Date: _____ *Teacher Signature: _____
 (Classroom/Language Arts/English teacher)

*Formative Assessments Used and Results:

*Quarter: 4 *Date: _____ *Teacher Signature: _____
 (Classroom/Language Arts/English teacher)

*Formative Assessments Used and Results:

*Recommendations:

This is Attachment B



PLANNING PHASE

Overall Important Considerations

- Administration should be selective when assigning mainstream teachers to provide the instruction for ELLs on an ILLP.
- All teachers instructing ELLs through an ILLP must be highly qualified in their respective area(s).
- The Language Arts teacher(s) will collaborate on the writing of the ILLP with other teachers working with ELLs on an ILLP.
- If a teacher is responsible for two (2) of the time allocations on the ILLP, the student's class schedule will identify two class periods of instruction with that specific teacher.

Mental Timeline

Within 30 days I need to have an ILLP completed and signed by parent, site administrator, and ELL coordinator. At this time, I should have the Attachment A completed and filled out for each time allocation. Every teacher listed on the Attachment A must sign across the top of Attachment A as well.



End of Q1
Beginning of Q2

Beginning of
school year

End of Q2
Beginning of Q3

End of Q3
Beginning of Q4



End of
school year

Choosing ELP Standards and Performance Indicators For ILLPs

- **Identify ELL's subtest proficiency level (based on AZELLA report)**
 - Identify the ELL's needs based on additional data available for each student
 - Determine which level of Performance Indicator should be placed on Attachment A
- **Identify which **ELP Domain/Language Strand** to pull Performance Indicators from to create goals for each time allocation**
 - Review ELP Performance Indicators that contribute to Content Standards to target specific matches

SEI Time Allocations

for All Grades and All Proficiency Levels

<i>Time Allocation</i> 	Oral English/ Conversation and Vocabulary	Grammar	Writing	Reading
	60 minutes	60 minutes	60 minutes	60 minutes
<i>Standards to Use</i> 	<div>Listening & Speaking Domain</div> <div>-and-</div> <div>Language Strand Standard 2: Vocabulary</div>	<div>Language Strand Standard 1: Standard English Conventions</div>	<div>Writing Domain</div>	<div>Reading Domain</div>

Attachment A

WHAT SHOULD BE INCLUDED?

- **This document must be completed and signed by all teachers responsible for instruction.**
- **ELP Standards and Performance Indicators must be identified for each time allocation.**
 - Teachers strategically identify the ELP Standard(s) and Performance Indicators that will be used for differentiated instruction of ELLs in the mainstream classroom.
 - Remember Attachment A goals/ performance indicators should...
 - Be realistic, but with high expectations
 - Be the result of a collaborative effort between teachers on the ILLP

Attachment A

WHAT else SHOULD BE INCLUDED?

- Goal should be achievement of Performance Indicators at the High Intermediate proficiency level.
- It is recommended that each ILLP area address four to five Performance Indicators selected for each quarter (or in accordance with reporting period).
- Must be reviewed quarterly (or in accordance with reporting period).

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name: Moby Toby	*SAIS ID #: 1234567	*AZELLA Overall Proficiency Level: Intermediate 2/2/14			
*ILLP Teacher Signature/Date: <i>Harriet Breeze</i>	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:		
*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes	Harriet Breeze	Y N	III-LS-1:HI-2: summarizing main ideas/concepts and supporting details from read alouds (fiction and nonfiction) in complete sentences. II-LS-1:HI-3: sequencing events from read alouds, presentations and conversations in complete sentences. III-LS-2:HI-4: participating in socio-functional communication tasks using complete sentences. III-L-2:HI-6: applying contractions in context. III-L-2:HI-8: associating common/academic language abbreviations and	9/29/18
*Reading	*60 minutes	Harriet Breeze	Y N		9/29/18
*Writing	*60 minutes	Harriet Breeze	Y N		9/29/18
*Grammar	*60 minutes	Harriet Breeze	Y N	III-L-1(Q): HI-7: producing Yes/No questions in the past progressive tense. III-L-1(Q): HI-14: producing interrogative sentences beginning with "When".	9/29/18

This is the
Attachment
A
(self-contained example)

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:		*SAIS ID #: 1234567		*AZELLA Overall Proficiency Level: BASIC 2/21/17	
*ILLP Teacher Signature/Date: <i>Ramona Peppers</i>		*ILLP Teacher Signature/Date: <i>Helen Johnson</i>		*ILLP Teacher Signature/Date: <i>Ursula Smith</i>	
*ILLP Teacher Signature/Date: <i>Xavier Wilson</i>					
*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes	Peppers/ Math	Y N	IV-L-2:LI-7 determining the meaning of base/root words and affixes to understand content area vocabulary. IV-L-2:LI-13: analyzing grade-level content words in context to determine meaning with instructional support.	9.29.2018
*Reading	*60 minutes	Johnson/ Science	Y N		9.29.2018
*Writing	*60 minutes	Smith/ Social Studies	Y N		9.29.2018
*Grammar	*60 minutes	Wilson/ Language Arts	Y N	IV-L-1 (Q): LI-20: producing interrogative sentences beginning with "how." IV-L-1 (PREP):LI-5: using a prepositional phrase in a complete sentence.	9.29.2018

This is the
Attachment
A
(departmentalized
example)



IMPLEMENTATION PHASE



Documenting the ILLP

- **Document the ELP Standards/Performance Indicators from Attachment A that are being used to differentiate instruction.**
 - Document in lesson plans or elsewhere in the classroom
 - Document daily or weekly
 - Use coding and write out the Performance Indicator
- **Document the ELP Standards/Performance Indicators for each time allocation.**
 - Oral English Conversation and Vocabulary
 - Reading
 - Writing
 - Grammar

Classroom Instruction

Instruction should match ILLP
Attachment A and Lesson
Plans/Documentation.

Strategies

- Supporting or scaffolding student language development to promote success.
- Interactive lessons with hands-on activities and cooperative learning.
- Look at Resources provided in ILLP Guidance Document.

ELL Strategies in Science - Guidance Document

- Group Work
- Graphic Organizers
- Prior Knowledge
- Academic Language Scaffolding
- Context Clues
- Realia
- Experiential Learning
- Leveled Questions
- Multiple Intelligences

ELL Strategies in Social Studies- Guidance Document

- Pre-Teach Reading
- Context Clues
- Word Banks
- Rehearsal Strategies
- Lecture and Note-Taking
- Role Playing
- Artifacts
- Jigsaw
- Graphic Organizers
- Analogies

ELL Strategies in Math - Guidance Document

- Grouping Strategies
- Discussing and Understanding Word Problems
- Writing Problems
- Deciphering the Language of Math
- Graphic Organizers

Mental Timeline

At the end of the quarter, I must have data on how the ELL has performed according to the performance indicators listed on the Attachment A. I need to write an Attachment B based on the data and the progress the student has made. Because a new quarter is beginning, I must also review, revise, or rewrite the Attachment A.

End of Q1
Beginning of Q2

Beginning of
school year

End of Q2
Beginning of Q3

End of Q3
Beginning of Q4

End of
school year

Attachment B

- Identify the assessments being used to inform instruction.
 - Examples:
 - DIBELS/AIMSweb
 - Unit Tests
 - Benchmark Data
 - Writing Samples
 - Observation Checklists
 - Lab Write-Ups

ATTACHMENT B SAMPLE

3rd Grader

ILLP Progress Report - Attachment B

*Name _____

*SAIS ID # _____

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers identified on the ILLP and after each administration of the AZELLA. Recommendations for any modifications can be made to the ILLP team.

*Quarter: 1	*Date:	*Teacher Signature:	
		(Classroom/Language Arts/English teacher)	
*Formative Assessments Used and Results:			
DIBELS - <u>ORE 55</u>			
Writing Diagnostic Prompt 28/42			
Spelling Tests 33%/ 46%/ 67%/ 60%			
Reading Vocab Quiz 1 - 30% Quiz 2 - 40% Quiz 3 - 60% Quiz 3 - 70%			
Math Unit 1 Test- 40% Unit 2 Test- 63%			
Journal Entries 71%			
Reading Program Comprehension Quiz 1 - 40% Quiz 2 - 40% Quiz 3 - 60% Quiz 4 - 60%			
Reading Program Unit 1 Assessment 57%			
*Recommendations: Reading - Change to Low Intermediate decoding PIs; Writing - change spelling PIs to the Low Intermediate Level, add IIIW5-HI1; Oral English/Conv and Vocab - change IIILS1-B4 to HI4			

ATTACHMENT B SAMPLE

8th Grader

ILLP Progress Report - Attachment B

*Name _____

*SAIS ID # _____

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers identified on the ILLP and after each administration of the AZELLA. Recommendations for any modifications can be made to the ILLP team.

*Quarter: 1

*Date: _____

*Teacher Signature: _____

(Classroom/Language Arts/English teacher)

*Formative Assessments Used and Results:

Basic School Related Directions Checklist 5 out of 11

Math Vocabulary Assessment 67%

Prefix Assessment 79%

Lang Arts Writing Sample 18/36 (Conventions 3/6)

English Basics Unit Review 77% (identifying subject 3/5 -identifying predicate 2/5- prepositions 3/10)

Life Science Labs 67% (trouble with generating questions)

Life Science Unit Test 54%

American History Weekly Notes 88%

American History Civil War Unit Test 53% (difficulty with written responses)

American History Persuasive writing sample 12/36

American History Report 68%

*Recommendations: Continue with all 1st quarter PIs, provide student with sentence frames to answer Amer. History written responses. Add PI for forming questions to Lang Arts teacher section of Attachment A.

Reviewing, Revising, or Rewriting Attachment A

...

Revise any Performance Indicators that have been mastered. New Performance Indicators should then be identified and included, as needed.

Attachment A After Review

- Based on review:
 - Changes can be documented on original Attachment A
 - or-**
 - Revised Attachment A can be attached to original Attachment A
- Middle/High school Attachment A may need to be revised 2nd semester to reflect a student's schedule change

Revised Attachment A

*Reading	*60 minutes	Second Grade Teacher	Y N	<p>(II-R-4:LI-3) <u>Reading-Comprehending Text</u>. Answering questions about text.</p> <p>(II-R-4:LI-4) <u>Reading-Comprehending Text</u>. Asking questions to clarify text.</p> <p>(II-R-4:HI-5) <u>Reading-Comprehending Text</u>. Sequencing a story or event with a beginning, middle, and end with transition words/phrases in complete sentences.</p> <p>(II-R-4:LI-7) <u>Reading-Comprehending Text</u>. Paraphrasing the main idea and details from text using complete sentences.</p> <p>(II-R-4:LI-8) <u>Reading-Comprehending Text</u>. Locating specific information from external text features of text.</p> <p>(II-R-2: HI-11) <u>Decoding</u>. Reading multi-syllabic words, using syllabication rules.</p>	<p>Oct. 2012 Dec 2012</p> <p>1st Quarter Only</p> <p>Dec 2012</p>
*Writing	*60 minutes	Second Grade Teacher	Y N	<p>(II-W-1:LI-3) <u>Writing</u>. Completing a written summary of the key events or ideas of informational text using simple sentences with instructional support.</p> <p>(II-W-1:LI-8) <u>Writing</u>. Writing a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support.</p> <p>(II-W-2:LI-3) <u>Writing</u>. Using common spelling patterns (i.e., onset and rimes, word families, and CVC words) regular plurals and simple suffixes (-ing, -s/gs, -ly), to spell words.</p> <p>(II-W-3:LI-1) <u>Writing</u>. Generating ideas through teacher-led prewriting activities (e.g., graphic organizers, etc.) and student recording of the ideas.</p>	<p>Oct. 2012 Dec 2012</p>

New Attachment A

Individual Language Learner Plan (ILLP) – Attachment A 2nd Quarter

*Student Name:	*SAIS ID #:	*AZELLA Composite Result: Basic *AZELLA Date:			
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:		
*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes	Ms. Brown Third Grade	Y N	(III-L-2:HI-4) <u>Vocabulary</u> HI-4: Explaining the meaning and usage of grade-specific academic vocabulary and symbols.	12/15/2012
				(III-L-2:LI-8) <u>Vocabulary</u> LI-8: stating the words represented by common/academic language abbreviations and acronyms. *changed*	12/15/2012
				(III-LS-1:LI-6) <u>Listening and Speaking</u> LI-6: Responding to comprehension questions by analyzing the content for relationships among facts, ideas, or events using appropriate academic vocabulary.	12/15/2012
				(III-LS-2: HI-9) <u>Listening and Speaking</u> HI-9: asking questions to clarify ideas and concepts. *changed*	12/15/2012
				(III-LS-2: HI-6) <u>Listening and Speaking</u> HI-6: Stating multi-step procedures or processes using specific academic/content vocabulary in complete sentences.	12/15/2012

Mental Timeline

At the end of the quarter, I must have data on how the ELL has performed according to the performance indicators listed on the Attachment A. I need to write an Attachment B based on the data and progress the student has made. Because a new quarter is beginning, I must also review, revise, or rewrite the Attachment A. I should see progress toward language proficiency through mastery of multiple performance indicators.

End of Q1
Beginning of Q2

Beginning of
school year

End of Q2
Beginning of Q3

End of Q3
Beginning of Q4

End of
school year

Mental Timeline

At the end of the quarter, I must have data on how the ELL has performed according to the performance indicators listed on the Attachment A. I need to write an Attachment B based on the data and progress the student has made. Because there is a new quarter beginning, I must also review, revise, or rewrite the Attachment A.

End of Q1
Beginning of Q2

Beginning of
school year

End of Q2
Beginning of Q3

End of Q3
Beginning of Q4

End of
school year

Mental Timeline

At the end of the year, I must have data on how the ELL has performed according to all of the performance indicators listed on the Attachment A. I need to write an Attachment B based on the data and progress the student has made. Because the year is over, no more revisions to Attachment A are required. However, this data will benefit the child's teacher for the following year.

End of Q1
Beginning of Q2

End of Q3
Beginning of Q4

Beginning of
school year

End of Q2
Beginning of Q3

End of
school year



Questions

